

Year 5 Life cycles programme outline – all day visit

PROVISIONAL PROGRAMME

Introduction/Comfort break

- Welcome and introductions
- Health and safety and orientation
- Plan for the day
- Introduction to topic
- Seed game

Meadow and woodland trail

- how does life start?
- pollination game
- looking for signs of animal life cycles – focus on butterflies and ladybirds
- sweep netting for minibeasts in the meadow observing life cycle stages

Lunch

Pond animal life cycles

Pond dipping

- how to pond dip, health and safety
- observe the pond – looking for dragonflies and damselflies
- pond dipping – collecting specimens

Investigating life cycles

- identification using keys
- record species found
- look at the pond animals caught
- identify whether nymphs/larvae, pupae or adults

Life cycle game

- how many life cycles can you create from the picture set?

Plenary session: Find your seed

THE ABOVE PROGRAMME IS INTENDED TO SUPPORT THE FOLLOWING LEARNING OUTCOMES/INTENTIONS

Continued overleaf

Most children will.....

- describe methods of seed dispersal
- name some plant pollinators
- describe the differences in the life cycles of an amphibian, an insect and a bird
- Observe and recognise some simple characteristics of a variety of living things
- Develop curiosity and interest by exploring their surroundings using their senses
- Treat animals in the environment with care and sensitivity
- Work together in groups, taking turns and sharing fairly
- Communicate through conversation by sharing experiences, ideas and information
- Develop scientific and research skills, either individually or in group

Some children will not have progressed so far and will.....

- Understand that seeds can be dispersed in different ways
- Recognise that different insects can pollinate flowers

Some children will have progressed further and will.....

- Describe the process of pollination
- Readily identify the difference between a larva/nymph and a pupa/cocoon

Numeracy

- using keys
- sorting
- counting
- averages

Citizenship

Know that animals have needs just like humans, and that these needs include food, water, companionship, a suitable place to live, being looked after by a vet if they are ill, and the freedom to behave naturally.

They begin to appreciate the ways in which humans have a responsibility towards all animals – wild animals, farm animals and pets. Understand the role of voluntary organisations/charities.

They know that we all have a responsibility towards animals, and that there are laws to protect them. They recognise that different pets have different needs, and that not everyone makes a suitable pet owner. They appreciate that there are a large number of animal welfare issues, and understand one in some depth. They contribute ideas and opinions to class discussions

SEAL / ECM

- Every individual to have a sense of achievement and enjoyment
- Each pupil to make a positive contribution to the day
- Increased confidence in ability and knowledge
- Every child to explore and discover in a safe and encouraging environment
- Every individual to be aware of how the environment and their actions contribute to their health and well-being
- Activities which vary in delivery for example individual and group work, discussions, thought and reflection time, games

Inclusion

- Worksheets and activities will be differentiated to accommodate individual learning needs
- Where possible all children will have access to the same opportunities regardless of their abilities.